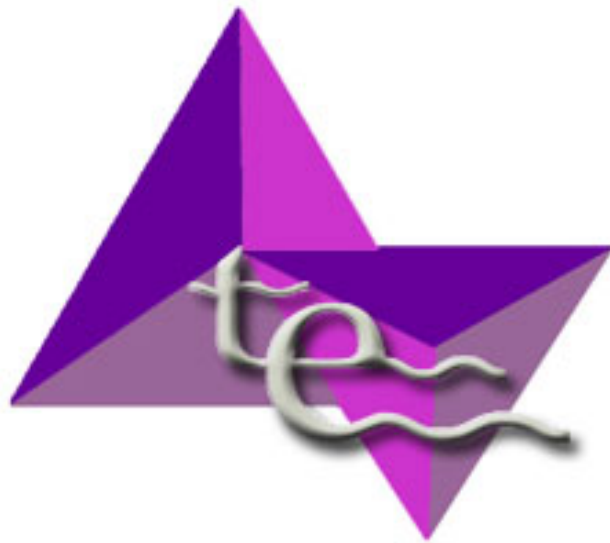
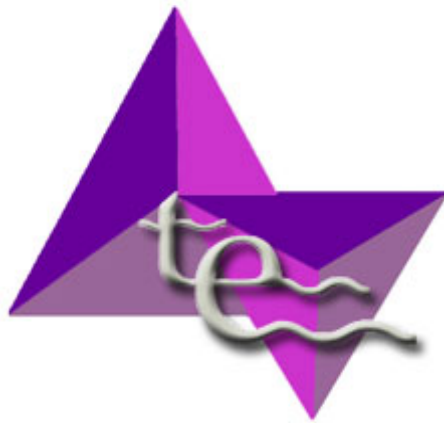


Teacher Education and Licensure Handbook



Capital University
Columbus, Ohio
2013-2014



Capital University's Teacher Education Logo **What does it represent?**

The logo represents the unit mission which is to prepare **competent, caring** and **committed** professionals to **teach, lead** and **serve** diverse communities of learners. The qualities of competence, caring and commitment are represented by the three faces of one triangular element of the logo. The actions of teaching, leading and serving are embedded in the three faces of the other triangular element.

Multidimensional aspects of the reflected triangles suggest diverse communities of learners. Change in the teaching profession is illustrated by the flowing river-like aspect of the letters "t" and "e" that represent continual change in teacher education.

The logo is dynamic and, like the unit mission and conceptual framework, it has emerged and deepened over time in collaboration with teacher education faculty, P-12 practitioners, the Teacher Education Advisory Committee, candidates, and alumni.

Teacher Education and Licensure Handbook

Capital University Columbus, Ohio

Welcome to Teacher Education at Capital University! By choosing to begin your studies as a teacher educator at Capital, you are joining a community of competent, caring, and committed professionals. We encourage you to meet with the faculty about the licensure programs, endorsements, graduate degree offerings, and other professional opportunities offered at Capital.

This is your handbook. It serves as an orientation to and an overview of the Teacher Education program at Capital. It contains the program's mission, goals, and conceptual framework, as well as the policies and requirements you will need to reference for admission to the program, admission to student teaching, graduation, and licensure. Refer to it often, and use the check off list provided to help you gauge your progress toward licensure.

For further information, you may also contact the program coordinator, Ms. Holly Porter, in the following ways:

Phone: (614) 236 - 6302

Fax: (614) 236 - 6774

e-mail: hporter@capital.edu

Web Site: www.capital.edu

U.S. Mail: Capital University
1 College and Main
Education Department
Columbus, OH 43209-2394

The faculty, staff, and I look forward to meeting you and learning about the strengths and talents you bring to Capital's Teacher Education program. Know that we are here to guide and support your plans for your academic and professional development as an educator.

Sincerely,

Sally Creasap, Ph.D
Chair, Education Department
e-mail: screasap@capital.edu

Capital University Teacher Education Program Accreditation

The Teacher Education program at Capital University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Ohio Department of Education, through which teacher licenses are issued. The university is accredited by the Higher Learning Commission, and the Conservatory of Music is accredited by the National Association of Schools of Music.

Capital University Teacher Education Licensure Programs

Capital University is authorized by the Ohio Department of Education and the Ohio Board of Regents to recommend candidates completing a prescribed program(s) for a four year resident educator license in the following areas:

- | | |
|--------------------|---|
| (P – 3) | Early Childhood Education |
| (P – 3 and K – 12) | Dual Licensure: Early Childhood Education / Intervention Specialist |
| (4 – 9) | Middle Childhood Education
(with concentrations in at least two of the following areas) |
| | Language Arts Social Studies |
| | Mathematics Science |
| (4 – 9 and K – 12) | Dual Licensure: Middle Childhood Education / Intervention Specialist |
| (7 – 12) | Adolescent to Young Adult Education |
| | Integrated Language Arts |
| | Integrated Mathematics |
| | Integrated Social Studies |
| | Single Area Science: |
| | Life |
| | Chemistry |
| | Dual Area Science: (choose 2) |
| | Life |
| | Chemistry |
| (P – 12) | Multi-Age Education |
| | Health Education |
| | Music Education |
| | Physical Education |
| | Visual Arts |
| (K – 12) | Intervention Specialist (Mild/Moderate Needs) |

Capital University Teacher Education Endorsement Programs

- | | |
|----------|---|
| (4 – 5) | <u>Early Childhood Generalist Endorsement</u> (may be added to Early Childhood Education license) |
| (4 – 9) | <u>Middle Childhood Generalist Endorsement</u> (may be added to Middle Childhood Education license) |
| (K – 12) | <u>TESOL Endorsement</u> |

Capital University Teacher Education Program Mission

Teacher education candidates must be competent in subject-matter and pedagogical knowledge and theory. They must integrate and use theoretical knowledge and pedagogical skills in caring ways to facilitate the learning of all students. They must demonstrate commitment to reflecting on and analyzing their work in advancing student learning. The Unit's **mission** is to **prepare competent, caring, committed professionals to teach, lead, and serve diverse communities of learners.**

Capital University Teacher Education Unit Goals

The University and the Teacher Education Unit strive to offer a personalized learning environment with a focus on excellence in teaching, advising, and scholarship. Unit faculty demonstrate multiple approaches to teaching and learning in diverse communities, keep current with educational policies and practices in order to provide a meaningful professional development program for candidates, operate within established partnerships with P-12 constituents, and exhibit commitment to ongoing professional development through research that integrates theory into practice.

The following five Unit goals for all students and licensure candidates provide the foundation for the commitment and work of the Unit. These goals reach beyond the basics of teaching, by embedding what 21st century teachers will need to be able to model for P-12 learners; as such, they encompass being adaptable to multiple situations, being creative, solving problems, and thinking critically.

Students/Candidates in Capital University's Teacher Education Program will...

Goal 1. Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge

Goal 2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment

Goal 3. Demonstrate and Implement Knowledge of Curriculum and General Pedagogy to Impact Student Learning

Goal 4. Communicate/Collaborate with Key Stakeholders & Create an Inclusive/Engaging Educational Environment

Goal 5. Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Conceptual Framework

P – 12 Initial Educator Preparation Programs

Introduction

Capital University teacher education unit's conceptual framework, represented by the unit's logo, is grounded in the belief that the knowledge, skills and dispositions indicative of quality teaching must be embedded into a cohesive and well-articulated program which emphasizes practice in relation to theory and is embodied by the faculty delivering the program. The conceptual framework has provided direction and focus, as faculty have worked to align the nine education unit goals in order to ensure that the unit's mission of preparing competent, caring, committed professional educators to teach, lead, and serve diverse communities of learners, is met. The logo for the education unit reflects the six sides of being competent, caring, committed in order to teach, lead and serve all learners, and the letters *te* are seen as moving to indicate that the field of education and the foundations of our work in education is fluid.

Full-time, tenure-track and adjunct faculty in Capital University's teacher education program collaborated with members of the professional community in developing the conceptual framework. For the NCATE visit in 1993, the 'knowledge base' was designed around the program goal, "Preparing teachers who honor individuality and develop communities of learners." For the 1998 NCATE visit, the conceptual framework reflected the mission, "developing competent, caring and committed professional educators for diverse communities of learners." The present direction and ultimate goal of "preparing competent, caring, committed professional educators to teach, lead, and serve diverse communities of learners," reflects the collaborative work of the Capital University's teacher education faculty, Teacher Education Advisory Board, and P-12 school-based practitioners, candidates, and alumni. The process of regularly revisiting the conceptual framework and Unit goals demonstrates the dynamic nature of the Teacher Education Program as reflected in the variety of course offerings, clinical and field-based experiences, and performance-based expectations and assessments. These are revised on a regular basis in order to best prepare candidates for complex educational settings and demands. In recent years, the conceptual framework was reviewed and revised in the summer of 2009, in advance of an NCATE review and during the creation of a Master of Arts in Education Program. At that time, a ninth program goal regarding assessment was added. Further review and revision occurred in the fall of 2010 and spring of 2011, to re-affirm the Unit's direction in preparation for a fall 2011 NCATE visit. Most recently, eighteen months of research and in-depth faculty discussions of the kinds of knowledge, dispositions, and skills required of 21st century educators have resulted in a re-envisioning of Unit goals. As of fall 2013 five new Unit goals, complete with student and Unit assessments, have been established and set into place. These five goals were purposely established to make assessment more accurate and allow for continuous monitoring that drives improvement of the Teacher Education Program.

This conceptual framework is organized around the mission of Capital University and the education unit, the wisdom of practice, candidate performance expectations aligned with professional, state, and institutional standards, and the system by which candidate performance is regularly assessed (NCATE, 2000). This conceptual framework also establishes the shared vision for the Capital University's education unit efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is knowledge-based, articulated, shared, coherent, and consistent with the unit and institutional mission, as well as continuously evaluated. It provides the bases that describe the unit's intellectual philosophy and institutional standards. (NCATE, 2008).

Theoretical Foundations of Unit Goals

The following knowledge bases, including theories, research, and wisdom of practice support the Unit's philosophy in preparing competent, caring, committed professional educators who teach, lead, and serve diverse communities of learners. The theoretical foundations of each of the five Unit goals are described below. It is Capital's goal to grow all students and licensure candidates into reflective practitioners. When reading through the Unit goals, please note that students become licensure candidates when they are accepted into the Teacher Education Program.

Goal 1. Exhibit Thorough Content Knowledge & Pedagogical Content Knowledge

The Capital University Education Program will ensure that all students and licensure candidates have a strong foundation in both the content they teach as well as the pedagogies they employ in instructing within that content. Content knowledge refers to subject matter knowledge of the teacher (Ball, Thames, and Phelps, 2008). Concurrently, pedagogical content knowledge is defined as subject-matter-specific professional knowledge. The continuing appeal of the notion of pedagogical content knowledge is that it bridges content knowledge and the practice of teaching (Shulman, 1986).

Goal 2. Demonstrate and Apply Knowledge of Diversity in Learners, Learning, & Assessment

Students and licensure candidates in the Capital University Teacher Education Program will apply knowledge of diverse learners, various learning styles, and different assessment types in their classrooms. Learners are defined as students in grades P-12. Learning refers to the construction of meaning made from new information stemming from what a person already knows and/or believes (Shulman, 1998). Assessment is defined as the process of gathering information about student achievement to inform instructional decisions and to motivate students to try to learn (Stiggins, 2005).

Goal 3. Demonstrate and Implement Knowledge of Curriculum and General Pedagogy to Impact Student Learning

Students and licensure candidates in the Capital University Teacher Education Program will demonstrate that they know, can apply, and can reflect on their understanding of curriculum as well as on how their general pedagogical knowledge impacts student learning. Curriculum refers to a student's planned or unplanned experiences in an educative setting (Dewey, 1938; Eisner, 1992). General pedagogical knowledge is concerned with the broad principles and strategies of classroom management and organization that appear to transcend subject matter (Shulman, 1987). Lesson Planning modes refer to the generalized philosophical approaches to curriculum writing and include the Behaviorist, Constructivist, and Perceptual (Uhrmacher, Conrad, and Moroye, 2013). Lesson plan models (e.g. Hunter model) are specific frameworks of lesson plans that fall under each mode (Uhrmacher, Conrad, and Moroye, 2013).

Goal 4. Communicate/Collaborate with Key Stakeholders & Create an Inclusive/Engaging Educational Environment

Students and licensure candidates in the Capital University Teacher Education Program will be effective collaborators and communicators in their school settings, while also demonstrating an ability to create engaging, inclusive educational learning environments. Educational environments might include formal and informal learning spaces and are defined as fabricated environments that educate (Dewey, 1961).

Goal 5. Evidence the Professional Dispositions, Ethics, & Responsibilities of a Teacher

Students and licensure candidates in the Capital University Teacher Education Program will display the professional dispositions, ethics, and responsibilities of effective educators. Professional dispositions are defined as a confluence of beliefs, intentions, and actions (Ritchart, 2001). Ethics are defined as action based on moral reasoning (Noddings, 2003). Professional responsibilities refer to a duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill (Dunn & Bradstreet, 2012).

Performance Expectations for Candidates, Aligned with Professional, State, and Institutional Standards

In alignment with Ohio's Teacher Education and Licensure Standards and The Standards for the Teaching Profession, Capital University's Teacher Education Program is performance-based. Teacher education candidates demonstrate competency in the classroom in each of the *Ohio Standards for the Teaching Profession*, as expected of beginning/entry-level teachers.

Ohio Standards for the Teaching Profession

Standard #1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard #2: Content

Teachers know and understand the content area for which they have instructional responsibility.

Standard #3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Standard #4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard #5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Standard #6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard #7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

Performance Expectations: Professional Dispositions Assessment

Professional dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). See Appendix A for a sample of the complete online Capital University Candidate Professional Dispositions Assessment form.

Admission to Teacher Education at Capital University

Students of any race, color, national and ethnic origin, or gender identity may be accepted into the Teacher Education Program at Capital University upon meeting prescribed standards. A student seeking admission to Teacher Education at Capital University is required to complete an Application for Admission to Teacher Education, supply transcripts, and submit satisfactory completion of a second-year/sophomore level experience. Application forms are available through TaskStream online at www.taskstream.com. The application for Admission to Teacher Education must be completed no later than August 1 for candidates wishing to take pedagogy in the fall and November 15 for candidates wishing to take pedagogy in the spring.

Students must show evidence of meeting the following standards prior to acceptance:

- Pass the three sections of the Praxis Core Academic Skills for Educators with the following scores, OR achieve specified ACT, SAT, or GRE equivalents in each individual section: Please note that if you complete the Praxis I exams prior to September 1, 2013, those exams will be honored as long as you received the scores listed below.

Content	Praxis I (prior to 9/1/2013)	Praxis Core (after 9/1/2013)	ACT	SAT	GRE Minimum Before 8/2011	GRE Minimum After 8/2011
Mathematics	172	156	27	610	400	140
Reading	173	162	27	610	400	146
Writing	172	150	27	610	4.0	4.0

- Complete EDUC 151 with a grade of C or better
- Complete EDUC 211 and/or EDUC 221 and/or MUS 242 with a grade of C or better
- Achieve and maintain a minimum GPA of 2.75 in their major, as well as an overall GPA of 2.75
- Demonstrate proficiency in oral and written communication and mathematics as measured through attaining a grade of C or higher in all courses required to meet General Education Goals 1, 2, and 3
- Possess appropriate professional dispositions as evidenced through field-based and clinical experiences
- Verify good moral character by completing (1) a signed professional conduct statement and (2) a current clear BCII and FBI criminal background check. When a student's background check is not clear they must meet with the department chair.

Admission to Student Teaching at Capital University

A candidate seeking admission to Student Teaching at Capital University is required to complete an Application for Admission to Student Teaching, include a personal statement, resume, and transcripts. The Application for Admission to Student Teaching must be completed no later than March 1 for candidates planning to student teach Fall Semester and October 1 for candidates planning to student teach Spring Semester. Application forms are available through TaskStream online at www.taskstream.com.

In order to student teach, candidates must meet the following requirements:

- Be admitted to Teacher Education and Student Teaching
- Complete and pass all tests required for licensure (with the exception of those exams needed for any endorsements)
- Complete EDUC 301, EDUC 313, and Psych 201 with a grade of C or better
- Complete EDUC 314-318, EDUC 352-359, EDUC 361/368, EDUC 365/369, and/or Music 340 with a grade of C or better
- Complete EDUC 381 and EDUC 382 with a grade of C or better (for Intervention Specialist and Early Childhood/Intervention Specialist licensures only)
- Achieve and maintain a minimum GPA of 2.75 in their major, as well as an overall GPA of 2.75
- Verify good moral character by completing (1) a signed professional conduct statement and (2) a current clear BCI&I and FBI criminal background check.
- Please note: A student who is on university disciplinary probation may not student teach.

Once admitted to student teaching, candidates will take responsibility for additional professional expenses:

- A fee, paid to the University, is charged for the student teaching experience. This fee is used to provide services to school districts in exchange for services of cooperating teachers.
- All students must have a current BCII and FBI criminal background check prior to the beginning of student teaching. Some districts require a TB test, as well.
- Subscription to TaskStream

Capital University Teacher Education Program Exit Proficiencies for Candidates

The Capital University Teacher Education Program is performance-based. Teacher Education students and candidates are regularly and systematically assessed throughout the program through coursework, field-based experiences, and clinical experiences in their progress toward the nine Education Program Goals. Upon completion of student teaching all candidates provide an **Exit Portfolio**, which contains narratives and artifacts that demonstrate proficiency with the knowledge, skills, and dispositions associated with both the *Ohio Standards for the Teaching Profession* and the nine Education Program goals.

Retention in the Capital University Teacher Education Program

Satisfactory progress towards completion of licensure is demonstrated by a minimum grade point average of 2.75 overall as well as in content area and education courses (including PSYCH 201 and methods courses with MUS and HSPTS prefixes). Satisfactory evaluations in field-based experiences, including evaluations of professional dispositions (see Appendix A), are also necessary indicators of progress. If a student is not making satisfactory progress as described above, the student will be notified of her / his removal from the Teacher Education program. The student may apply for readmission upon meeting the requirements for admission to Teacher Education.

Capital University Policy on Notification and Appeal of Decision on Admission to Teacher Education

A student is notified, in writing, by the chair of the Education Department of admission or denial into Teacher Education and Student Teaching. If a student is not accepted, an individual conference will be scheduled with the Department Chair, at the student's request. At the conference, the student will be advised as to the basis for not being accepted. If the student wishes to submit new or additional information that had not been considered when her / his application was reviewed, she / he may submit an appeal, in writing, to the Student Assessment and Monitoring Committee. The student will be notified, in writing, of acceptance or denial of an appeal. The student may appeal a denial of admission to the Assistant Dean of the School of Social Sciences and Education.

Checklist of Tasks for Program Completion

Second Year (check and date when completed)

_____ Earn a grade of C or higher in all courses required to meet General Education Goals 1, 2, and 3: College Reading and Writing; Oral Communication; Math (varies with program requirements)

_____ Achieve and maintain a cumulative GPA of 2.75 or above

_____ Pass the three sections of Praxis Core Academic Skills for Educators with the following scores, **or** achieve specified ACT, SAT, or GRE equivalents in each individual section:

Content	Praxis I (prior to 9/1/2013)	Praxis Core (after 9/1/2013)	ACT	SAT	GRE Minimum Before 8/2011	GRE Minimum After 8/2011
Mathematics	172	150	27	610	400	140
Reading	173	156	27	610	400	146
Writing	172	162	27	610	4.0	4.0

_____ Successfully complete EDUC 151 with a grade of C or better

_____ Successfully complete EDUC 211 and/or EDUC 221 and/or MUS 242 with a grade of C or better

_____ Successfully complete a second-year/sophomore level progress portfolio

_____ Sign a copy of the Candidate Professional Dispositions Assessment

_____ Possess appropriate professional dispositions as evidenced through field-based experiences

_____ Apply and be accepted for admission to Teacher Education (Date: _____)

Third Year (check and date when completed)

_____ Successfully complete a third-year/junior level progress portfolio

_____ Successfully complete EDUC 301, EDUC 313, and Psych 201 with a grade of C or better

_____ Successful complete EDUC 314-318, EDUC 352-359, EDUC 361/368, EDUC 365/369, or Music 340 with a grade of C or better

_____ Successfully complete EDUC 381 and EDUC 382 with a grade of C or better

_____ Apply and be accepted for admission to student teaching, prior to the posted deadlines of March 1 for Fall Semester and October 1 for Spring Semester (Date: _____)

_____ Maintain a minimum GPA of 2.75 in the major content area(s) and a cumulative GPA of 2.75 overall.

Fourth Year (check and date when completed)

_____ Complete student teaching with a grade of C or better

_____ Successfully complete an exit portfolio

_____ Maintain a minimum GPA of 2.75 in the major content area(s) and a cumulative GPA of 2.75 or above (required for graduation)

Degrees Awarded by Capital University

Those teacher education candidates completing the requirements for an undergraduate degree will be awarded the Bachelor of Arts (BA) degree, with the exception of Music Education graduates who will be awarded the Bachelor of Music (BM) degree. Those teacher education candidates who already possess an undergraduate degree and are seeking licensure will not be awarded a degree, but will be recommended for licensure.

Requirements for Licensure in Ohio

Capital University is authorized by the Ohio Department of Education to recommend a candidate for a four-year resident educator license upon the following conditions:

- Completing all requirements for the bachelor degree and licensure program, including satisfactorily meeting all exit proficiencies and obtaining university recommendation
- Completing student teaching with a grade of C or higher
- Passing Ohio Assessments for Educators (OAE) and/or Praxis II examinations as required by the State of Ohio
- Current clear BCII and FBI background checks, as required by the Ohio Revised Code

Professional Development

Capital University Education Society (CUES)

The Capital University Education Society (CUES) is a pre-professional student organization dedicated to the education and advancement of all who are enrolled in Teacher Education at Capital University. In addition to providing regular educational programs and service opportunities, CUES encourages networking among education majors and area teachers.

Membership in CUES provides a link with the Ohio Student Education Association (OSEA), an organization affiliated with the Ohio Education Association (OEA), a professional organization of Ohio's classroom teachers. Liability insurance, essential for field-based and clinical experiences, is obtained through membership in OSEA. All interested education majors are strongly encouraged to join CUES annually.

Phi Delta Kappa

Phi Delta Kappa at Capital University is associated with the national organization by the same name. Its purpose at Capital is to recognize student teachers and allow them the opportunity to be a part of a professional association with a mission for promoting public education. The organization also provides members with the opportunity to apply for research and scholarship awards and grants. Those candidates interested in more information about Phi Delta Kappa may contact the Chair of the Education Department.

Pi Lambda Theta

Pi Lambda Theta is an international honorary that extends membership to Capital University Teacher Education candidates who are at least second semester sophomore standing and who have at least an overall grade point average of 3.500. The organization provides dues paying members with the opportunity to attend local chapter programs and apply for research and scholarship awards and grants. Candidates who are members in good standing during the semester prior to graduation will be eligible to purchase honor cords from the international honorary, and may proudly wear these cords during the commencement ceremony.

Council for Exceptional Children

The Capital University chapter of The Council for Exceptional Children (CEC) provides service and professional development opportunities for members who have become dues paying members of the National Council for Exceptional Children. Teacher education candidates receive two journals for their dues and CEC email briefs about current research and political actions occurring throughout the world regarding the teaching of children with exceptional learning needs.

Ohio Association for Health, Physical Education, Recreation and Dance

Health Education and Physical Education majors may join the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Capital University has an Institutional Membership. This institutional membership allows majors to receive a discount on their OAHPERD student membership as well as a discounted rate to attend the OAHPERD Annual Convention, usually held in Columbus. OAHPERD sponsors an annual Ohio Student Leadership Retreat and to which all Institutional Members can send up to two students at no cost.

Appendix A: Capital University Teacher Education Program Candidate Professional Dispositions Assessment

CANDIDATE'S STATEMENT OF COMMITMENT REGARDING DISPOSITIONS

It is the responsibility of the Education Department, in collaboration with the School of Education and Social Sciences, to successfully prepare candidates to become effective teachers. The initial licensure program requires candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework of the Education Department as they align with the expected behaviors of beginning teachers. Each candidate will be evaluated on these dispositions by faculty and school personnel and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

Dispositions.

The Candidate:

- Takes initiative
- Demonstrates enthusiasm toward teaching and learning
- Generates enthusiasm about instructional content
- Maintains high learning expectations for self
- Maintains high learning expectations for others
- Demonstrates compassion for those experiencing difficulty
- Demonstrates patience/flexibility with others during the learning process
- Collaborates effectively with others
- Demonstrates critical problem-solving skills
- Attempts to solve problems independently, seeking help when needed
- Responds appropriately to constructive feedback from peers, instructors, and/or professors
- Accurately assesses/reflects on strengths and areas of growth

Responsibilities

The Candidate:

- Is reliable
- Maintains professional/appropriate appearance
- Demonstrates a strong work ethic
- Addresses issues of concern professionally

Ethics

The Candidate:

- Maintains professional confidentiality as appropriate
- Demonstrates academic honesty
- Demonstrates respect for beliefs, views, and needs of others
- Promotes diverse opinions and perspectives of individuals and groups.

I have read the dispositions and indicators above. I believe that good dispositions are integral to being an effective, professional educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the Education Department, my success and progress in the teacher education program depends upon successful demonstration of these dispositions.

Student Name

Signature

Date

**RESUME AND PERSONAL STATEMENT OF A PROSPECTIVE STUDENT TEACHER
CAPITAL UNIVERSITY**

Information provided by applicants will be forwarded to central office personnel to be used in their decision whether to accept you as a student teacher and as a means of introduction to your cooperating teacher as you begin your student teaching experience.

Please attach one copy of your Unofficial Transcripts, Resume and Personal Statement to the Application for Admission to Student Teaching. If you have questions, please contact Holly Porter in Ruff Learning Center 227.

1. Create a revised resume following instructions on the Career Services website at Inside.Capital.edu under the Services tab. Be sure to include your licensure area in the beginning of the resume. Note your *anticipated* graduation date and degree.
2. Prepare a personal statement that includes the following with title headings in bold for all categories after the formal heading:
 - a. **Formal Heading** centered at the top of the page: Name, Licensure Area/Teaching Major(s), Endorsement(s), Expected date of graduation/completion of licensure
 - b. **Educational Background:** High school from which you graduated and colleges attended
 - c. **Work Experiences:** Summer and other work experiences that indicate your history as an employee and/or your experiences working with children
 - d. **Previous Field-based Experiences:** Field experiences in educational settings through Capital University and/or other schools and organizations
 - e. **Recreational Hobbies and Interests:** Activities in which you engage both in and out of school
 - f. **Community Service Activities:** Participation in church, camp, recreation, youth organizations, and other forms of service to others
 - g. **Reading Interests:** The authors and types of reading which have had the most influence on your thinking and plans for the future (Music Ed students may write about music interests)
 - h. **Influences to Teach:** The people, events, experiences that have shaped your development as a teacher

Write approximately one paragraph for each of the information areas. Try to project your personality through your writing. REMEMBER: Cooperating Teachers base their decision to take you in their classes through what and how you write. BE SURE that your resume and personal statement are free from grammatical and spelling errors. **HAVE SOMEONE ELSE PROOFREAD YOUR WORK BEFORE YOU TURN IT INTO YOUR ADVISOR AND THE FIELD SERVICES OFFICE!**

3. E-mail your advisor and “request feedback” so they may review your application, transcript, resume and personal statement and obtain your advisor’s electronic signature.
4. Submit your Application by **October 1 for Spring Student Teaching and March 1 for Fall Student Teaching**

